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1903-04

# State Normal School

MANKATO, MINNESOTA

1904

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STATE NORMAL SCHOOL, MANKATO, MINN

THIRTY-FIFTH ANNUAL CATALOGUE

OF THE

# STATE NORMAL SCHOOL

AT

MANKATO, MINNESOTA

FOR THE

SCHOOL YEAR 1903-1904

AND

ANNOUNCEMENTS FOR 1904-1905



## **Calendar for 1904-1905.**

### **Fall Term, 12 Weeks.**

Entrance examinations ..... Tuesday, Sept. 6, 1904  
Enrollment of students..... Tuesday morning, Sept. 6, 1904  
Class-work begins..... Wednesday morning, Sept. 7, 1904  
Fall term ends..... Wednesday noon, Nov. 23, 1904

### **Winter Term, 13 Weeks.**

Entrance examinations and enrollment of students,  
Tuesday morning, Nov. 29, 1904  
Class-work begins..... Wednesday morning, Nov. 30, 1904  
Holiday vacation begins..... Friday noon, Dec. 23, 1904  
Class-work resumed..... Tuesday morning, Jan. 3, 1905  
Winter term ends..... Friday noon, March 3, 1905

### **Spring Term, 13 Weeks.**

Entrance examinations and enrollment of students,  
Monday, March 13, 1905  
Class-work begins..... Tuesday morning, March 14, 1905  
Spring term ends..... Thursday evening, June 8, 1905

The Training Department will open on the days on which class-work begins in the Normal Department.

## STATE NORMAL BOARD.

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HON. JOHN W. OLSEN, Superintendent of Public Instruction.

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HON. C. A. MOREY, President.

HON. J. W. OLSEN, ex-officio Secretary.....St. Paul

HON. CHARLES A. MOREY, Resident Director.....Winona

HON. GEO. H. CLARK, Resident Director.....Mankato

HON. ALVAH EASTMAN, Resident Director.....St. Cloud

HON. S. G. COMSTOCK, Resident Director.....Moorhead

HON. J. L. WASHBURN, Resident Director.....Duluth

HON. W. S. HAMMOND.....St. James

HON. ELL TORRANCE.....Minneapolis

HON. HOWARD DYKMAN.....Breckenridge



## FACULTY

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- CHARLES H. COOPER, A. M., President,  
School Management and School Law.
- HELEN M. PHILLIPS,  
Higher Mathematics (Fall Term).
- DEFRANSA A. SWANN,  
Geography.
- ULYSSES O. COX, A. M.,  
Biology. Curator of the Museum.
- FRED L. HOLTZ, A. M.,  
Physical Science and Nature Study.
- ALICE VIRGINIA ROBBINS, Ph. M.,  
Mathematics.
- JESSIE SPENCER,  
Drawing and Penmanship.
- FREDERICK LYLE SEARING, A. B.,  
Latin.
- GEORGE E. PARTRIDGE, Ph. D.,  
Psychology.
- NELLIE LOUISE WOODBURY,  
Reading.
- JOHN A. HANCOCK, A. M.,  
Psychology and General Method. Supervisor of Training  
School Work.
- JEREMIAH S. YOUNG, Ph. D.,  
History, Civics and Social Science.
- CHARLOTTE S. HUFF,  
Music.
- MAYME HARRINGTON-SCHWARZ,  
Manual Training.
- EDNA SALOME FISCHER,  
Physical Culture.
- FRANCES FENTON, A. B.,  
Grammar and Rhetoric.
- MARGUERITE KNOWLTON, A. B.,  
Literature and Composition.
- ELLEN C. DAVIS,  
Assistant in Mathematics.

**THE ELEMENTARY SCHOOL AND TRAINING  
DEPARTMENT.**

JOHN A. HANCOCK, A. M., Director.

CAROLYN M. ROBBINS,

Principal of the Grammar Department.

LILIAN C. KLOSSNER, B. L.,

Assistant.

MINNIE SWEETLAND PERRY,

Principal of the Intermediate Department.

ELLEN C. DAVIS,

Assistant.

S. LILIAN BLAISDELL,

Principal of the Primary Department.

TINA M. POWERS,

Assistant.

MARTHA V. COLLINS,

Director of the Kindergarten.

ALICE WILLIAMS,

Assistant.

The special teachers of drawing, music, manual training, penmanship and physical culture in the Normal School supervise the teaching of their subjects in the Elementary School.

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**OFFICERS OF ADMINISTRATION.**

HON. GEORGE H. CLARK, Resident Director.

CHARLES H. COOPER, President.

ALICE N. FARR, Librarian.

AGNES C. GLOTZBACH,

Text-book Librarian, Secretary, and Purchasing Agent.

## **The State Normal School at Mankato.**

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### **HISTORICAL SKETCH.**

The school was opened in 1868, being the second normal school established by the state. The central portion of the present building was occupied in 1870—about one month before the first class was graduated. In 1893 the legislature appropriated \$50,000 for the enlargement of the building; it is now unsurpassed for pleasantness and adaptation to the purposes of normal school work. An appropriation of \$15,000 by the legislature of 1901 has provided a heating system embodying the latest ideas of heating, ventilation and heat control.

The graduates of the school number nearly 1600, and several times this number have received in the school more or less preparation for the work of teaching.

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### **THE PURPOSE AND PLAN OF THE SCHOOL.**

The chief purpose of the school is special instruction in the Science and Art of Teaching; but, as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis, and, to a large extent, the medium of professional instruction in the courses not designed for high school graduates. General culture and accurate scholarship are necessary to good teaching; but with this culture and scholarship the teacher must be trained in the principles that underlie his art and in the application of those principles to the practical work of the school.

The school comprises two departments, the Normal School proper and the Elementary School and Training Department.

The Elementary School includes a Kindergarten, the usual eight grades below the high school, and a Review Class in which candidates who fail in their entrance examinations will be given an opportunity to make up the subjects in which they may be deficient, and students who wish to do so may review carefully the common branches before entering upon the work of the Normal School.

The Normal School includes:

- (a) An English Course of fifteen terms.
- (b) A Latin Course of fifteen terms.
- (c) An Advanced Graduate Course of six terms.
- (d) A Kindergarten Training Course of six terms.
- (e) An Elementary Graduate Course of three terms.
- (f) An Elementary Course of nine terms.

Diplomas are awarded to students who complete these courses, as follows: Courses A, B, C, and D lead to the Advanced Diploma, which becomes a life certificate of the first grade on endorsement after two years of successful teaching. Course E leads to the Elementary Diploma for high school graduates, and course F to the Elementary Diploma; on endorsement, these become first grade certificates for five years and may be extended by re-endorsement. The particulars of the enactment of 1891 and the conditions of endorsement are given elsewhere in this catalogue.

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## THE ACADEMIC-PROFESSIONAL COURSES.

These courses, which have recently been greatly enriched, furnish a thorough academic training in the subjects usually included in high school courses. This training, being given by instructors chosen for their special fitness for the work of training teachers and with much experience in that work, who have in mind the future work of the students as practical teachers, naturally presents great advantages to those who intend to become teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional training in psychology, the history and philosophy of education, methods of teaching, with careful reviews of the common branches, observation of model teaching, and practice work under skilled supervision and criticism. Outline statements of these courses follow, with a description of the work in each department of instruction.

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## THE GRADUATE COURSES.

Students will be admitted to these courses who have completed a four-years course in a Minnesota state high school, or an equivalent course in another school of equal standing, subject to the conditions stated on page 10. To such the diploma of the Elementary Course is given at the end of one year, or the diploma of the Advanced Course at the end of two years, if they are able to meet the requirements established for graduation from these courses.





GENERAL LIBRARY



GENERAL LIBRARY



The advantages offered to those graduates of high schools and colleges who desire to teach are evident. The work is professional, including, first, theory as studied in psychology, the history and philosophy of education and general methods; second, reviews of the common branches with special attention to the methods of teaching them; third, observation and teaching under the careful guidance of experienced training teachers in the Elementary School. This professional work is fully described later in this catalogue.

While the elementary graduate course (three terms) is still continued, it is earnestly advised that all enroll in the advanced graduate course (six terms). The superiority of this course is beyond question and is now generally recognized, so that boards of education and superintendents in the more important towns of the state are coming to insist on this larger preparation for candidates for positions in their schools.

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## THE ELEMENTARY COURSE.

In 1899 the old three-years Elementary Course was abolished. It soon became evident, however, that a short course is necessary, especially for the rural school interests, and the Certificate Course was established in 1901. This course, while richer than the former one, did not draw back to the school the large class of rural teachers who came for the old course. Accordingly in 1903 the State Normal Board re-established the Elementary Course on the old basis, with opportunity during the first year for reviews and methods in the common branches. The elementary diploma is given to those who complete this course.

It is expected that many teachers in rural schools, and those who are looking forward to that work, will take advantage of this opportunity. Only experienced teachers or persons of considerable maturity will be enrolled for this course, and the minimum age is sixteen years.

Constant calls for teachers are made upon the school for which there are no suitable candidates, showing that there is a large demand at high wages for properly equipped teachers for the best rural schools receiving state aid. The new Elementary Course is established to meet this demand at the urgent request of the county superintendents of the state.

Students who have completed this course will be admitted to the junior class of the English course, and will be able to secure the advanced diploma in two years.

## CONDITIONS OF ADMISSION.

**1. To the First-Year Class.**—Persons holding state teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or to pass examinations in the subjects of Arithmetic, Grammar, Geography and United States History. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.

In Reading they are to show ability to read at sight intelligently and fluently ordinary easy prose and simple poetry; and in Composition, the ability to write a simple essay or a letter correctly and in proper form.

Candidates who may be deficient in one subject will be admitted to do partial work in the Normal Department, and will be given an opportunity to make up the deficiency in the Review Class. Candidates who fail in their entrance examinations may enter the Review Class if they so desire. For the tuition fee in that class, see "Expenses."

**2. To the Graduate Courses.**—A diploma from a reputable high school having a four years' course will admit to these courses, provided that the high school course has included the following subjects that are considered essential to the preparation of a teacher for work in elementary schools: Civics, United States History, one physical science (Physics or Chemistry) and one biological science (Botany or Zoölogy). In Physics a full year's work is required; in each of the other subjects not less than a half year's work. If these subjects have not been pursued in the high school, the student will be required to secure standings in them in the normal school before receiving his diploma. The student must also have studied Physiology, but grade work in this subject is accepted.

A student who has taken three years or more of a four years' high school course may be admitted to these courses, but he will be required to complete the subjects of the fourth year, or their equivalents, in addition to the work of the graduate course, before a diploma is conferred upon him.

As the one-year graduate course is very full, students will not be allowed to make up more than one subject during the year except for special reasons; and only strong students are able to do this. It is better for a student deficient in more than one subject, and for one who works slowly, to register for the two years' course and thus secure the more thorough preparation without severe strain. Opportunity is offered in the Summer School to remove entrance conditions or to begin the work of the course.

**3. For Special Work.**—Persons holding teachers' certificates of the second grade who shall have taught in any public school in this



state with ability and success for the term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for the work of teaching.

**4. To Advanced Standing.**—Candidates may be admitted to advanced standing in any course after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records at the time of entrance. Convenient blanks for this purpose will be furnished upon application.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the President.

Students will not be admitted to any class for less than one term without special permission from the President, and any student leaving school before the end of the term without permission will be recorded as having left dishonorably, and will not be readmitted.

**First Grade State Certificates.**—A first-grade state certificate, valid at the time of presentation, will entitle its holder to credit for a year's work on the three-years course or on a five years' course; provided (1) that the subjects to be credited shall be designated by the president in conference with the student, and (2) that the average of the certificate must not be less than seventy-five per cent. and that subjects in which the standings are less than seventy-five per cent. will not be credited, and the number of credits allowed will be proportionately reduced.

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## ADVANCE CREDITS AT UNIVERSITIES AND COLLEGES.

The University of Minnesota and Carleton College have by formal action offered credits amounting to one year's work on the four years' college course to all graduates from the Advanced Courses of the State Normal Schools of Minnesota who shall bring certificates from the Presidents of the schools showing their fitness for advanced standing. Other universities and colleges will undoubtedly give the same credits. This action will enable persons who may need to teach in order to meet the expenses of a college course to secure normal school diplomas, and the larger salaries that they command, without spend-

ing more time on the combined course than will be required to secure college preparation in the ordinary way. High school graduates who intend ultimately to take a college or university course can now devote the additional year required to complete the advanced graduate course, and can thus secure the great professional advantages offered by that course without delaying their college graduation.

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### SUMMER SCHOOL.

A joint Summer Training School for six counties was held in the Normal School in 1903, and a similar school for eight counties will be held from June 20 to July 29, 1904. The President is the conductor of the school, and the teachers are taken from the normal school faculty. The school is really divided into two parts. 1. A normal session of six weeks in which the student takes two subjects, reciting twice a day in each, and may secure full normal credits for his work. These credits are accepted in place of examination for standings on state certificates; 2. A summer training school in which reviews in the common branches can be taken under the most favorable conditions. In 1903 the total enrollment was 364, and 222 persons secured normal credits. The Summer School affords opportunity to enter upon normal courses, or to secure additional credits, at a season that could not otherwise be utilized for school work.

## COURSES OF STUDY FOR THE NORMAL SCHOOLS OF MINNESOTA.

Revised by the State Normal Board in 1903.

Numerals designate the number of recitations given to each subject.  
60 recitations are a term's work.

### English Course.

### Latin Course.

#### FIRST YEAR.

Algebra.....180	Latin Lessons.....180
Geography.....120	Algebra.....180
English Composition.....120	Geography.....120
Botany.....60	English Composition.....60
English History.....60	Drawing.....60
Reading.....60	Reading.....60
Drawing.....60	Music.....60
Music.....60	

#### SECOND YEAR.

U. S. History.....120	Cæsar.....180
Plane Geometry.....120	Plane Geometry.....120
Botany.....60	English History.....60
Zoology.....120	U. S. History.....120
English Grammar.....120	Zoology or Botany.....120
Reading.....60	Reading.....60
Drawing.....60	Drawing.....60
Music.....60	

#### THIRD YEAR.

Arithmetic.....120	Cicero.....180
Physics.....180	Physics.....180
Rhetoric.....60	Arithmetic.....120
Literature.....120	Rhetoric.....60
Solid Geometry.....60	Manual Training.....120
Manual Training.....120	

## JUNIOR YEAR.

Civics.....	60	Virgil.....	120
General History .....	180	Mediaeval and Modern History	120
Chemistry.....	120	Civics.....	60
General Method.....	60	Grammar.....	60
Psychology and Child Study..	180	General Method.....	60
Theme Writing.....	60	Literature.....	60
		Psychology and Child Study..	180

## SENIOR YEAR.

Social Science.....	60	Social Science.....	60
History of Education .....	60	History of Education.....	60
Philosophy of Education.....	60	Philosophy of Education.....	60
Physiography or Special Meth-		Physiography or Special Meth-	
ods.....	60	ods.....	60
Physiology.....	60	Physiology.....	60
Literature.....	120	Literature.....	120
School Management.....	30	School Management.....	30
Special Methods or Astronomy.	60	Special Methods or Astronomy	60
Practice Teaching ....	120	Practice Teaching. ....	120

Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship throughout all courses.

## COURSES OF STUDY FOR HIGH SCHOOL AND COLLEGE GRADUATES.

### ADVANCED COURSE.

#### Two Years.

##### FIRST YEAR.

Psychology and Child Study.....	180
General Method .....	60
Methods in Literary Interpretation .....	60
Review and Methods in History.....	60
Methods in Reading.....	60
Methods in Drawing.....	60
Methods in Vocal Music.....	60
Methods in Elementary Science .....	60
Manual Training.....	60

##### SECOND YEAR.

Review and Methods in Geography.....	60
Review and Methods in Arithmetic .....	60
Review and Methods in Grammar.....	120
(Or) Grammar.....	60
Primary Methods .....	60
Philosophy of Education and Ethics.....	60
History of Education .....	60
School Management .....	30
Social Science.....	60
Theme Writing....	60
Practice Teaching.....	120

### ELEMENTARY COURSE.

#### One Year.

Psychology and General Method... ..	120
Methods in Drawing.. ..	60
Methods in Reading. ....	30
Review and Methods in Geography.....	60
Review and Methods in Grammar.....	60
Methods in Elementary Science.....	60
School Management .....	30
Review and Methods in Arithmetic.....	60
Methods in Vocal Music .....	60
Practice Teaching....	90

### KINDERGARTEN COURSE.

#### Two Years.

See "Department Work in Detail," page 31.

## ELEMENTARY COURSE.

## FIRST YEAR.

Reviews in Arithmetic.....	120
Reviews in Geography.....	120
Reviews in Grammar.....	120
Physiology and Hygiene.....	60
Drawing.....	60
Music.....	60
Reading .....	60
English Composition.....	120

## SECOND YEAR

Algebra.....	180
American History .....	120
English History .....	60
Botony.....	60
Zoology or Botany.....	60
Zoology.....	60
Music and Methods. ....	60
Reading and Methods....	60
Drawing and Methods.....	60

## THIRD YEAR.

Geometry.....	120
Physics.....	120
Literature.....	120
Rhetoric.....	60
Civics .....	60
Psychology and Child Study.....	60
General Method.....	60
Training School Work....	120

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By special arrangement Algebra may be taken during the first year, and the Arithmetic and Drawing of that year deferred till the second year.

A limited number of experienced teachers may arrange, with the permission of the Faculty, to observe the work of the critic teachers in the Model School during the first two years.

Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship throughout the course.





MANUAL TRAINING SHOP



ASSEMBLY ROOM





## Department Work in Detail.

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### PSYCHOLOGY.

The work in psychology comprises two courses, a long course (180 hours) essentially the same for the Latin, English, and Advanced Graduate classes, and a short course (60 hours) for the Elementary and Elementary Graduate Courses.

Two thoughts have been kept in mind in planning these courses: (1) that the mind and body are inseparable in nature and should be so in study; (2) that the chief value of psychology for teachers is to help them to understand childhood better. Therefore some physiology is taught in connection with the psychology, and, although the work is by no means entirely child study, childhood is the chief and central theme.

The short course and the first term's work of the long course are the same. Kirkpatrick's *Fundamentals of Child-Study* is the text used for the first term. It is supplemented by a study of the physical growth and development of children.

The second and third term's work of the long courses continues the lines commenced in the first term's work. The attempt is made to draw from psychology help that will bear on the problems of teaching and that will add to the teacher's effectiveness.

The library is well equipped with books for reference and general reading, and the department has some apparatus and a good collection of materials for study.

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### SCHOOL MANAGEMENT, GENERAL METHOD, OBSERVATION AND PRACTICE.

**School Management and School Law.**—These lines of work are taken up in this course: School hygiene, including lighting, heating, ventilation, school furniture, postures and physical exercises, the care of the eye, and contagious diseases; some of the important principles of school law; and a series of conferences on some of the practical phases of school management, including the various relations of the teacher, the programme, school organization, school incentives, and the social aspects of the work.

**General Method.**—This course and those grouped with it are intended to give the student a practical acquaintance with the work of the school room. The purpose is not to equip one merely to maintain school conditions as they generally exist, but to give a knowledge of the best current thought on education and its application as far as possible in reasonably progressive schools. The resources of psy-

chology and child study are drawn upon for their assistance in teaching. Logic, too, has its contributions. The thinking processes are studied at considerable length, and a great deal of time is spent in planning lessons for different grades. This is followed by a study of the aims, values and organization of the subjects of the school course, in the belief that the teacher will do his own work best if he can see it in its relations to the entire course.

**Observation.**—In order to get from it the greatest value, it is desirable that the course be taken with that in general method and immediately preceding that in teaching. Three hours each week are spent during three months in visiting different classes taught by the principals of departments, and two hours each week in conference with the director or one of the principals. At the mid-term the students are assigned to the departments in which they will teach during the following term. Carefully directed study is then begun of the work and the pupils in the special grade to be placed in charge of the student.

**Teaching.**—In immediate charge of each department of the Elementary School is an experienced principal. While retaining supervision, she gives each pupil-teacher full control of his room as soon as he shows himself competent. Time is taken daily by the principal and the pupil-teachers for planning the work. The teacher is encouraged to be resourceful in meeting the problems of the school room and grounds, and is given such criticism and suggestion as may be needed. All of this work, with the preparation for it, requires much of the student's time. Hence it is not often advisable for more than one subject in the normal department to be carried while one is engaged in teaching.

While a brief period of a few days or weeks may sometimes show the utter unfitness of some for the work of teaching, three months are generally necessary to give ample opportunity to judge of the teaching ability of the student. In some cases two terms of observation work may be required, or even two of teaching. This depends, however, on the ability of the individual student.

**Special Addresses to the Graduating Classes.**—Addresses are given each year by some of the city and county superintendents of southern Minnesota. These have been helpful to the school in getting in better touch with the state public school work, and to the students in obtaining a better understanding of the conditions for which they are preparing. Effort is made to bring before the students for brief or more elaborate address men and women who can instruct and inspire them.

**The Elementary School.**—In its organization this is similar in many respects to current school systems. It is not primarily its purpose to duplicate them, but rather to present an ideal school in so far as resources at hand will permit. It is not proposed to take up with every "new" idea advanced by specialists, but to test such as seem in

the light of experience to be valuable, to be progressive and yet to avoid extremes. Yet another important purpose of the Elementary School is to give students an opportunity to prove their fitness for teaching, and to make them familiar with the practical work of the school room. See also the section of this catalogue on The Kindergarten Training Department.

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## ENGLISH GRAMMAR.

There are two courses in grammar, one pursued during two terms, the other, a course in review and methods, during one term.

**First Term.**—This term's work consists mainly in getting a clear knowledge of the fundamentals of modern grammar by a rather close study of the text book, Buehler's Modern English Grammar, and by analysis of connected prose.

**Second Term.**—The work of the first term is used as the basis of more difficult analysis, and a thorough study is made of Verbs.

**Review and Methods.**—This course consists in a clear and comprehensive review of grammar, with special reference to methods of teaching it. Barbour's History and Method of Teaching Grammar is used as a guide.

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## ENGLISH COMPOSITION.

This work is pursued during two terms of the first year by all students except those in the Latin course who take it for one term. The courses in composition and rhetoric are continuous and are a preparation for the courses in literature that come later.

Composition is taught on this basis, that writing is the communication of ideas and not the art of expression. The work is carried on along two lines—first, the natural interests of the students are discovered and developed, and second, their powers of sensation and perception are increased by reading and observation. The rhetorical principles are not taught and then illustrated, but they are worked out inductively from the student's actual written work.

The aim of the work is to get the students to write spontaneously. In order not to destroy this spontaneity by artificial criticisms the basis of the criticism is the effect on the person to whom the composition is written.

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## LITERATURE.

The following work or its equivalent will be required of students taking the English course. Students in the Latin course will take I, II, and III, and high school graduates will take IV. The needs of

the particular classes govern the choice of materials for study. Selections will be made from the following lists:

I. **Essays.**—Bacon's Civil and Moral Essays; Addison's Sir Roger de Coverley Papers; Lamb's Essays of Elia; Macaulay's Warren Hastings; Ruskin's Modern Painters; Stevenson's Virginibus Puerisque; Emerson's The Superlative and Social Aims.

In this and in all other courses, the student must own the pamphlet studied.

II. **Poems and Novels.**—Selections from Pope, Burns, Wordsworth, Shelley, Byron, Bryant and Poe.

Scott's Ivanhoe and George Eliot's Silas Marner.

Frequent reference will be made to Pancoast's Introduction to English Literature.

III. **The Epic Poem and Drama.**—Chaucer's Prologue, and one of the Canterbury Tales.

Arnold's Sohrab and Rustum.

Spenser's Faerie Queene, Book I.

Milton's Paradise Lost, Book I.

Shakespeare's As You Like It, Richard III.

Sophocles's Antigone.

IV. The main purpose of this term's work is to make the student familiar with the material which is related to the work of grades. Much time is devoted to the methods of presenting this material to the children in the grades.

Classic myths and hero tales such as the following are studied: Homer's Iliad; Hawthorne's Wonder Book; Dryden's Palamon and Arcite; Tennyson's Idylls of the King; Longfellow's Hiawatha and Tales of a Wayside Inn; the Robin Hood ballads.

Fairy stories, animal stories, nature writers and writers of short stories are studied.

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## LIBRARY TRAINING.

Recognizing the need on the part of teachers of a knowledge of library methods and a familiarity with the best books, special opportunities are offered for the studying of library economy.

Instruction is given by means of lectures and practical exercises in the classification and numbering of books: the making and use of catalogues; the use of magazine indexes and of the various kinds of reference books; the study of juvenile literature; the knowledge of aids in the selection of books, and the preparation of book lists. In addition to the class work a system of library apprenticeship affords an opportunity, to a limited number who may desire it, to secure individual instruction with an hour of practical library work daily.

The large classes that have voluntarily taken up this work show a general appreciation of the practical value of the opportunities offered.



## READING.

The course in reading aims to develop thought and power of expression—voice work and responsive drill in gesture are given. The method used is based on psychological principles. No mechanical methods are employed, but the student's thought and feeling are stimulated, and he is taught to express this thought and feeling through his own individuality and is thus led by progressive steps through a natural development. His literary taste is cultivated, his imagination strengthened and his personal power developed.

Valuable selections are committed to memory, scenes from Shakespeare and other great dramatists are given, and the arts of story telling and sight reading are not forgotten.

The course in methods, while it necessarily consists largely of drill in reading, includes also a presentation of the psychological principles upon which the teaching of expression is based and the discussion of supplementary reading for the different grades, with story telling and action work.

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## RHETORICAL WORK.

Rhetorical exercises are held on one Friday afternoon of each month. All students are required to attend these exercises, and a general invitation is extended to the public. The purpose of these exercises is general entertainment, instruction and culture, and individual growth in power of thought and expression. The exercises consist of vocal and instrumental music, written papers or orations, selections from the best authors, and dramatic interpretations of scenes from standard plays.

Each member of the graduating class is required to appear at least once in public recital and has the benefit of private instruction in preparation for the work.

## LATIN.

The Latin course covers four years of daily recitation. The first year is given wholly to preparatory work, during which attention is directed also to the study of Latin derivatives. In the three following years there are read four books of Cæsar or its equivalent, six orations of Cicero and six books of Virgil. During the study of Cæsar and Cicero a part of the time is spent in writing idiomatic Latin prose founded on those authors.

As it is believed that these authors should be read as makers of literature rather than as illustrations of grammar, instruction is given in the various collateral lines naturally suggested—during the reading of Cæsar and Cicero, in the history of the times, and in the organization of the Roman army and the Roman republic; during the

reading of Virgil, in mythology and in the nature, form and examples of epic poetry.

This course prepares a student to enter the State University.

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## HISTORY.

The general aim is to present this subject so as to furnish material for the reason, cultivate the judgment, arouse the emotions and nerve the will. The following specific objects are kept constantly in view: (1) The selection of only such subjects for treatment as are most significant and vital; (2) the use of the best materials in text and library to illustrate these subjects; (3) the employment of such methods with the prospective teachers as will realize the greatest effectiveness in the public schools of the state.

A text is followed as a guide in each course, but liberal use is made of the library. Topics are assigned, readings required, and oral and written reports made. The student in reading, comparing, and reporting the views of different authors is ultimately compelled to think for himself. In this way the learner's mind is not only informed, but is also trained to correct habits of study and thought.

An attempt is made to bring certain phases of geography and government into proper relations with the work in history. The usual teaching devices are utilized. Outline maps are colored and charts examined and reproduced for the purpose of making the work as concrete and helpful as possible.

**General History.**—A year's work is provided for students in the English course. Students in the Latin course take the two terms which are devoted to the Mediæval and Modern periods. The first term is given to Greece and Rome; the greater part of the second term to the Mediæval period; the remainder of the year to the Modern period. Chief attention is given to Feudalism, the Empire and Papacy, the New Nations, the Crusades, the Renaissance, the Reformation, the Rise of Russia and Prussia, the Struggle for Colonial Empire, the French Revolution, and Europe since 1815, especially the formation of Constitutional States based on nationality. Note is taken of the relation which European history sustains to the history of the New World, especially the United States.

**English History.**—Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial, and religious life, to cultivate a taste for English literature, and in general to lead to a comprehension of the growth of the English nation and to a due appreciation of the development of her institutions. The second purpose is to prepare the student for the intelligent study of early American history, as a right understanding of this history necessitates a pretty thorough knowledge of English institutions and customs.

**United States History.**—Particular attention is given to the steps leading to union, the formation and adoption of the Constitution, the organization of the government, and the varying interpretations that have been given to the Constitution by the different political parties.

Other subjects treated are Internal Improvements, Tariff, Finances, Slavery, Civil War, Reconstruction, Industrial Development, Suffrage, Expansion, and Foreign Policies.

The work in this subject is so taught as to bear directly on the subject of Civics.

**Review and Methods in History.**—In addition to a general review of United States history, it is the aim of this course to discover the educational value of history, its field, sources of information, selection and organization of facts, and the best method of teaching the subject. A good text on method in history is supplemented with references to the rich pedagogical literature of the subject which has appeared in magazines, journals and special reports during recent years. A course of historical study in the grades is discussed, the current text books examined, and a suitable juvenile library suggested.

**History and Philosophy of Education.**—The plan is to carry these two lines of work at the same time, as different phases of the same subject. The work includes something more than the study of the accounts, merely, of the different educational movements of the past. It requires some study of the philosophies behind these movements, a general view of the history of the development of culture, and of social and industrial institutions. The more purely historical part of the work is based largely upon the outlines suggested in Davidson's History of Education. In addition to the work usually given in such a course some study is made of a few of the great educational classics, as The Great Didactic, Leonard and Gertrude, and the Emile.

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## CIVICS.

Constant attention is given to our federal state with its dual government—commonwealth and general. To this end the separation of powers is pointed out and emphasized, and the three distinctive types of local government carefully examined. The government of Minnesota here receives attention.

Emphasis is given to what government is, what it can do, and how it performs its functions. An attempt is made to arouse a lively civic conscience and to give a reasonable basis of knowledge for the statement that civic pride should reveal itself in the family, the school, the town, the city, the county, and the commonwealth, as well as in the United States.

Some practical lessons are given on parliamentary law in the

debating club. Visits are made to the United States District Court, State District Court, Municipal Court, and county and city offices for first-hand information. Forms used by different offices are collected, examined, and explained.

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## SOCIAL SCIENCE.

This course is for Seniors. Students should not elect this work before they have finished the courses, in Psychology, History, and Civics.

It is the object of the course to introduce the student to the structure of society, and to the forces that operate to develop or destroy social customs and institutions. The social function of the public school and the corresponding obligations of the teacher receive special attention.

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## ELEMENTARY SCIENCE.

Elementary Science, or Nature Study, is nowadays generally taught in the grades. The aim of this course is to indicate to the future teacher such matter as is suitable for nature study in schools, and also to give the methods of presenting the same in different grades.

The educational value of nature study is discussed in this course. Matter for lessons is suggested and arranged according to the grade requirements, and according to the seasons. Useful hints are given on collecting and preserving material for illustration. Supplementary nature literature is examined and discussed. A list of the best nature books is given. The nature work in the Elementary School is observed, and students are required to plan and present model lessons.

The student not only studies the methods of teaching nature study, but also studies nature itself. He is required to collect insects, flowers, weeds, grasses, minerals, etc., and to study them. The object of this is to get the student to make personal observations rather than to obtain his information from books. The student makes outdoor observations on bird and other animal life, studies of trees, field study of geological features, etc. The naturalist's rather than the laboratory method is employed in this work. The students are also required to devise simple apparatus for physical and chemical experiments to show that elaborate apparatus is not necessary for the teaching of the elementary facts in these subjects.

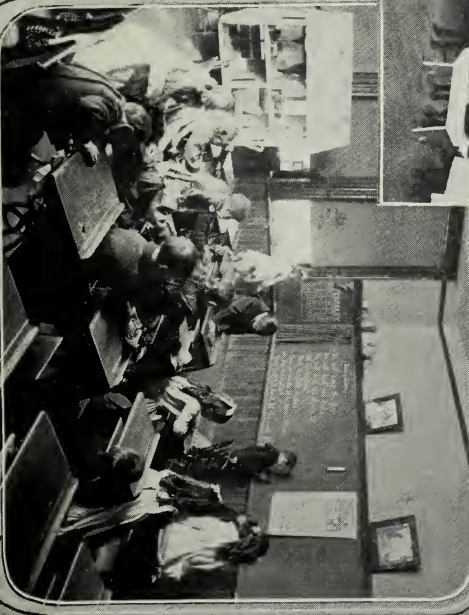




KINDERGARTEN.



GRAMMAR SCHOOL CLASS ROOM



PRIMARY CLASS ROOM.



## PHYSICAL SCIENCE.

**Physics.**—This subject is given to students of the advanced courses during the whole of their third year. The work is divided into three parts: Mechanics; Electricity and Magnetism; Heat, Light and Sound. This subject is condensed into two terms for students of the Elementary course. Hoadley's Physics is the text used. This is supplemented by laboratory work by the student. The laboratory exercises are mainly quantitative, and designed to demonstrate the principles studied in the text. Adams' Laboratory Manual is used. Many illustrative experiments are performed by the instructor in the class room.

The school has a good supply of apparatus for demonstrations and laboratory work. The class room has a demonstration table with gas and water conveniences. The laboratories are wired for the city electric current, making it possible to perform many experiments in electricity and magnetism, and also to project many experiments and illustrations on a screen by means of the projective lantern.

The department library (in the general library) has many excellent reference books, and the reading table is supplied with such scientific papers as Popular Science Monthly, Science, Scientific American, and Scientific American Supplement.

**Chemistry.**—Two terms are required in the Junior year of the English course. The work comprises the study of general inorganic chemistry and some qualitative analysis. The text book used is Newth's. The student spends about half the time in the laboratory.

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## BIOLOGY.

The biological laboratory is fully equipped with the necessary modern furniture and apparatus for normal school work. There is a wall table on three sides of the room, above which are cases for the microscopes, other apparatus, and the reagents. There are three tables distributed through the central portion of the room, two of which are divided into desks for students, while the other is fitted with a sink, water, gas, reagent shelves, and an aquarium. There are forty-five individual desks, each fitted with dissecting and other apparatus, and protected by a lock.

In direct connection with the laboratory is a smaller room which is used as an office, an apparatus room and the department library. In one corner of this room is a double dark room, fully equipped with sink, water, and other necessities for photographic work. A third room is used exclusively for class and demonstration work. In an alcove of the latter room are several cases in which are kept the anatomical models, skeletons, charts, and physiological apparatus. The

class room is further equipped with an arc light stereopticon and a large number of lantern slides, which are used almost daily in the class work.

The purpose of the biological work in the normal school is not so much to teach anatomical facts as the habits of living organisms, hence morphology is studied only as a means of explaining function and general relationships. In fact, the work of this department is what might be called advanced nature study, which grade of work seems best fitted to train those who are to teach in the elementary schools. Independent observation is constantly required, and frequent excursions are made into the fields to observe plants and animals under natural conditions.

**Zoology.**—The growing demand for teachers who can teach nature study in the grades has made it necessary that more attention be given to the study of zoology. The course in zoology continues through two terms and two periods a day are required, one in the laboratory and the other in the class room. English course students take all the zoology that is offered; Latin course students may choose either the botany or the zoology; Elementary course students are required to take one term's work in zoology, but may choose either a second term in botany or a second term in zoology.

The first term's work deals with the invertebrates. In the laboratory the following animals are carefully studied as types: One or two individuals from each of the four groups of Protozoa, fresh and salt water sponges, hydra, jelly-fish, sea-anemone, coral, trematode, planaria, tape-worm, gordius, trichina, star-fish, sea-urchin, a holothurian, a rotifer, angle worm, leech, cray-fish, several different types of insects, a spider, a clam, and a snail.

The vertebrates are studied the second term. After a brief consideration of the intermediate types (balanoglossus, ascidians and amphioxus), a fish, a frog, a reptile, a bird, and a mammal are dissected. The dissection of each type is followed by a systematic study of the group, and each student is required to identify twenty or more different species.

Considerable reference work is required, and each student is assigned a special topic for investigation, on which he writes a thesis. So far as possible the subjects for these theses are such as will require observation of the living animals. Each student is expected to do a certain amount of field work.

The chief text books used are Parker and Haswell's Manual, Needham's Laboratory Guide, Comstock's Manual of Insects, Pratt's Invertebrate Zoology and Jordan's Manual of Vertebrates. The department library contains a large number of pamphlets on various subjects, which are in constant use.

**Physiology.**—One term's work in physiology is required in each of the courses. The topical and reference method is followed mainly, but Martin's The Human Body, advanced course, is used as a guide.



Regular laboratory and experimental work is required, for which the school has a good collection of models, skeletons, microscopical slides, charts, and some of the simpler pieces of apparatus. Each student is assigned a special topic for investigation.

**Botany.**—The course in botany continues through two terms. Students in the English course take all the work offered in botany, those in the Latin course may elect either the botany or the zoology, and those in the Elementary course will be required to take one term of botany, but may elect either a second term in botany or a second term in zoology. One term of the botany work is offered in the spring term and the other in the fall.

The spring term's work deals with the Spermaphytes or seed plants. The work begins with a study of seeds and their structure, and follows with that of germination, roots, stems, buds, leaves, and flowers. Numerous experiments are made to illustrate the physiology of plants. To supplement the laboratory work each student is expected to collect, identify and arrange in a neat herbarium at least fifty species of indigenous plants.

In the fall term's work the non-flowering plants are considered. Each group is studied as carefully as the time will permit, and some attention is given to the economic features of bacteria and fungi.

The conditions under which plants grow, their grouping into societies, and means of dispersal, are important features of all the work in botany. In both terms' work one period a day is required in the laboratory and one in the class room. Frequent field excursions are made.

For the laboratory work the students generally follow mimeographed sheets, which are made out by the teacher, and for the systematic work Gray's Manual is used. The library of the department is equipped with the standard texts and reference books, and a large number of pamphlets, which are constantly used by the students.

**Biological Club.**—The purpose of the club is to offer opportunity for the discussion of various biological problems and items of scientific interest that do not come up regularly in the class room. Some of the better theses that are prepared by the students in zoology, physiology, and botany are read at these meetings.

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## MUSEUM.

The museum is a very necessary accompaniment to the work in biology, physiology, chemistry, and nature study. Ours contains already about 300 specimens of mounted birds, besides about 600 skins; a series of the more common Minnesota mammals; a fair collection of batrachians and reptiles; more than 4,000 specimens of fishes, and 1,500

rocks and minerals. The room which is used for museum purposes is the one formerly known as the assembly room. It is large, well lighted, and is located on the third floor, just between the apartments devoted to biology and those of physics and chemistry, an arrangement which is very convenient. A large collection of specimens of coral from the Philippine islands was recently secured through the kindness of the Minnesota Academy of Natural Science.

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## GEOGRAPHY.

The facts of Geography are so manifold that they cannot be taught in detail in the limited time devoted to the subject; hence our plan is to select from the vast number of topics those best calculated to discipline the mind, and to build up clear notions of the relation existing between physical conditions and the life and growth of the nations.

The work is confined to thorough discussions of topics which will serve as types of further study, and they are presented in such a manner as to lead students to acquire proper methods of teaching the subject.

The course in Geography comprises:

1. A thorough course in Mathematical Geography.
2. Physical Geography.
3. Detailed study of North America as a type of other continental studies.

The student is also made familiar with the latest and most improved devices used as aids in teaching the subject, and for this end the school is well equipped. It has excellent maps, globes, a fine collection of geographical literature, and many specimens of productions.

**Physiography.**—One term is given to this subject in the fifth year of the English and Latin courses. LeConte's *Elements of Geology* is the chief text, but numerous reference books are used. Frequent field excursions are a required part of the work. Each student is expected to construct numerous field maps and to make a collection of the common rocks of the region. The Normal School is well equipped with geological specimens, and the surrounding bluffs afford excellent opportunities for the study of the subject.

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## MATHEMATICS.

**Arithmetic.**—In the English and Latin courses two terms are given to this branch of mathematics, in the third year. In the Graduate courses one term is given. Thus arithmetic is not taken until the

completion of both algebra and geometry, giving the student opportunity to investigate the subject in a broad way with all the aid the higher branches bring to such a review. While the work consists of the subject-matter in a large degree, yet the best way to teach the subject is kept constantly in mind.

In the Elementary course this subject is taken during the first year.

**Algebra.**—Three terms are given to algebra. The first term's work extends to simple simultaneous equations, the second to quadratics. The third is spent on the remaining topics and a careful review of the entire subject. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Durell and Robbins's Elements of Algebra is the text book used.

**Geometry.**—Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Phillips and Fisher's Geometry is the text book in the hands of the pupils.

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## MUSIC.

The work in this department has for its direct object the preparation of our students to teach music in the public schools. In the English, Elementary and Kindergarten courses one term is given to the theory of music in the first year and one term to theory and methods in the second year.

Theory of music, as presented in the first term's work, deals with elementary musical instruction, including voice-placing, tone-production, ear-training, and sight-reading. The work of the second term in theory and methods involves the subjects of the first term's instruction from the standpoint of a teacher. The best methods of teaching music in the public schools are taught, with observation and practice in the Elementary School under the supervision of the music teacher. Daily drill is given in chorus work, attendance at the chorus period being required of the entire student body excepting those who are serving as pupil-teachers.

The Glee Club is among the most successful and popular organizations of the school. It serves as a goal for the ambitious talent of the class room, and lends itself strongly to the social element of school life.

## DRAWING.

Drawing is taught for its educational and its æsthetic value. The course has been planned to give the students a knowledge of all the different lines of the subject adaptable to school work, with the best methods of presentation and development.

The study of art and the literature of art has an important place in the course, the aim being to familiarize the students with the characteristics of the great art of the ancients, as well as with modern masters and their pictures.

A thorough course in perspective is given, together with work in water color, pen and ink, figure drawing, out-of-door sketching, design and mechanical drawing.

For the benefit of students making a specialty of drawing opportunity is given for doing advanced work along any of these lines. During the term of teaching in the Elementary School practice is given either in teaching drawing or assisting under the direct supervision of the art instructor.

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## MANUAL TRAINING.

Convenient rooms, well lighted and ventilated, have been equipped with the best tools and benches suitable for shop work.

Students in the five-years courses give an hour daily during two terms to shop work; those in the two-years graduate courses an hour daily during one term. Their work includes the study, care and use of tools and materials, simple designing, chip carving, whittling, drawing, and construction work such as will likely meet the needs of the schools of the state. Classes are organized as needed in sewing, weaving and basketry.

The adaptation of the work to the mental and physical ability of children is given especial attention. All children in the Elementary School receive two or more lessons each week with tools, or systematic instruction with regular practice in sewing.

We believe that for children in the grades manual training and domestic economy are as valuable for one child as another. Among these values may be mentioned the following: More than any other school study they develop the power to plan for the accomplishment of a definite purpose, for the adaptation of ways and means to secure a desired result. This alone is a very important mental training and includes training in habits of accuracy, close observation, and selection of facts bearing on the work in hand. Many school subjects find application in these fields, e. g., arithmetic, geography, art work, and language training. A knowledge of tools likely to be of general service, together with some facility in their use, is secured.



## PHYSICAL CULTURE.

There is no such thing as a healthy mind in a diseased body. Our object in this department is to train the body to its highest usefulness. The work is based on the Emerson system, while material is used from the Ling and German Systems.

Students meet the instructor in small classes twice a week for fancy and military marches, free movements, dumb-bell, wand, and Indian club work. Marching calisthenics are conducted once a week, the school meeting in a body. No special gymnasium suit is required, but the dress worn must allow perfect freedom of motion to all parts of the body.

Talks on hygiene are given the members of the class in methods who also receive instruction in conducting marches and free exercises and in the supervision of gymnasium and out door games. All pupil-teachers are required to teach physical culture during their work in the Elementary School.

During the fall and spring foot-ball and basket-ball teams are organized among the young men, and basket-ball teams among the young women. These teams challenge and except challenges from similar teams of other schools.

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## KINDERGARTEN TRAINING COURSE.

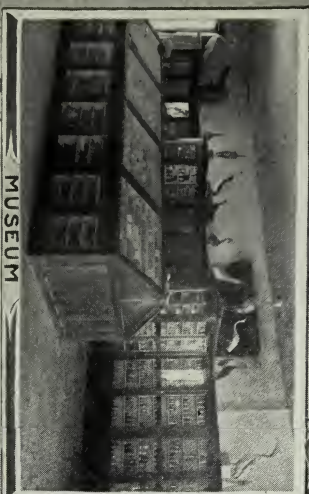
The Kindergarten Training Course offers a thorough preparation for both kindergarten and primary work. It covers a period of two years and holds equal rank with the advanced graduate course of the Normal Department. Aside from instruction in the principles and practices of the kindergarten, this course includes the work in psychology, child-study, history of education, music, and drawing given in the Normal School. It also includes the same amount of practice teaching in the primary grades as is required of those who prepare solely for primary work.

It furnishes abundant opportunity for child study and gives an especially appropriate training to those who will have charge of children, whether as kindergartners or as regular teachers. The rapidly increasing demand for kindergartners and for primary teachers with a kindergarten training seems likely to make this department a popular one.

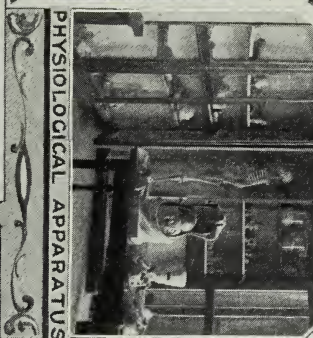
The requirements for admission are the same as for the regular advanced graduate course. Graduates of other courses may complete the work in a shorter time than those without normal training. The tuition is \$10 per term.

The work in psychology, history of education, music, drawing, nature study and physical culture is done in the Normal Depart-

ment under the direction of the special teachers in charge of these subjects. This work is accomplished as largely as possible during the first year of the course that the student may find time for practice teaching during the second year. Except in rare cases, no teaching is allowed until the beginning of the second year. Throughout both years a study of kindergarten theory and practice is pursued under the guidance of the teacher in charge of this department. Here Froebel's views regarding the nature of the child, its manner of development and the appropriate stimulation thereto, are studied and compared with modern views of these subjects. The greater portion of Froebel's writings, together with those of his most able interpreters, are used as texts or references. In addition a large list of books and selected articles from magazines are read and reviewed or discussed in class. The use of music, stories, pictures, materials, and plays and games, as educational factors, receives much attention and is fully illustrated in the Kindergarten.



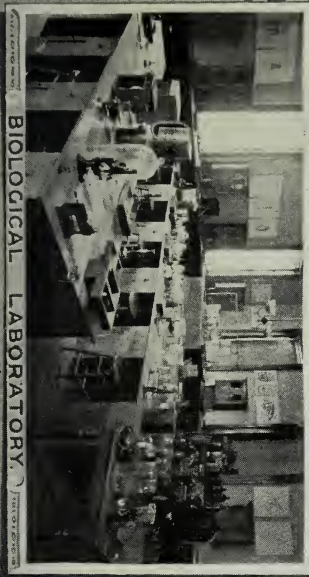
MUSEUM



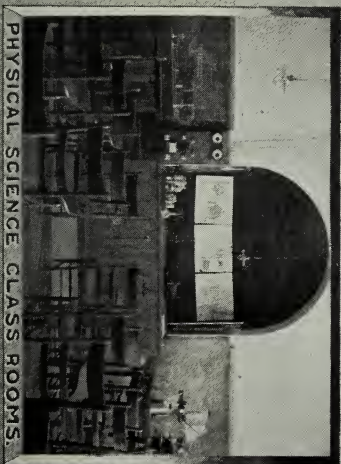
PHYSIOLOGICAL APPARATUS



CHEMICAL LABORATORY.



BIOLOGICAL LABORATORY.



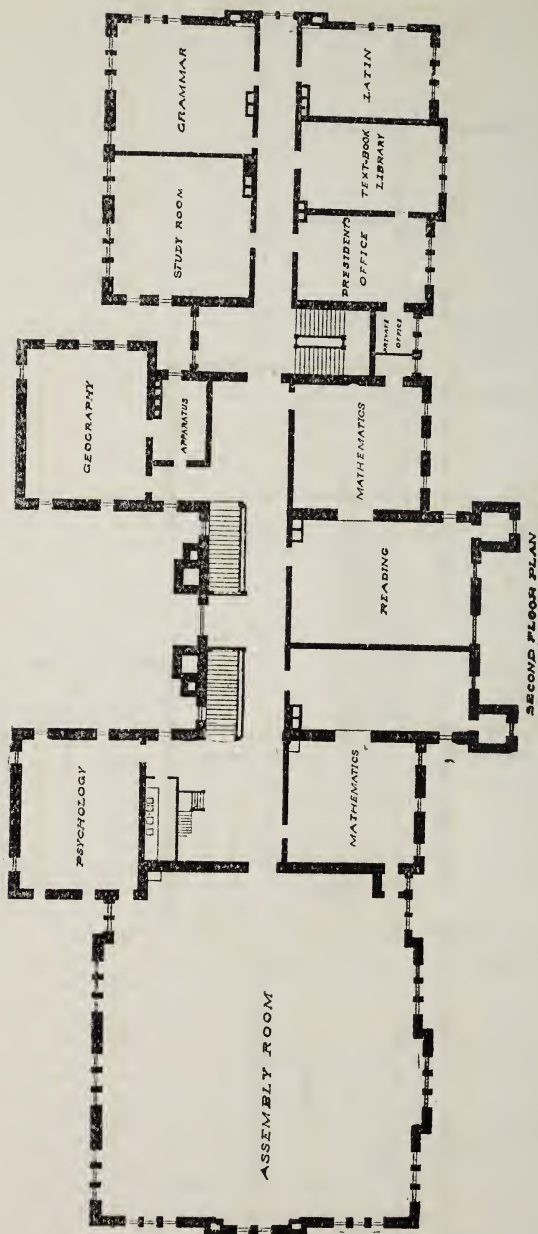
PHYSICAL SCIENCE CLASS ROOMS.



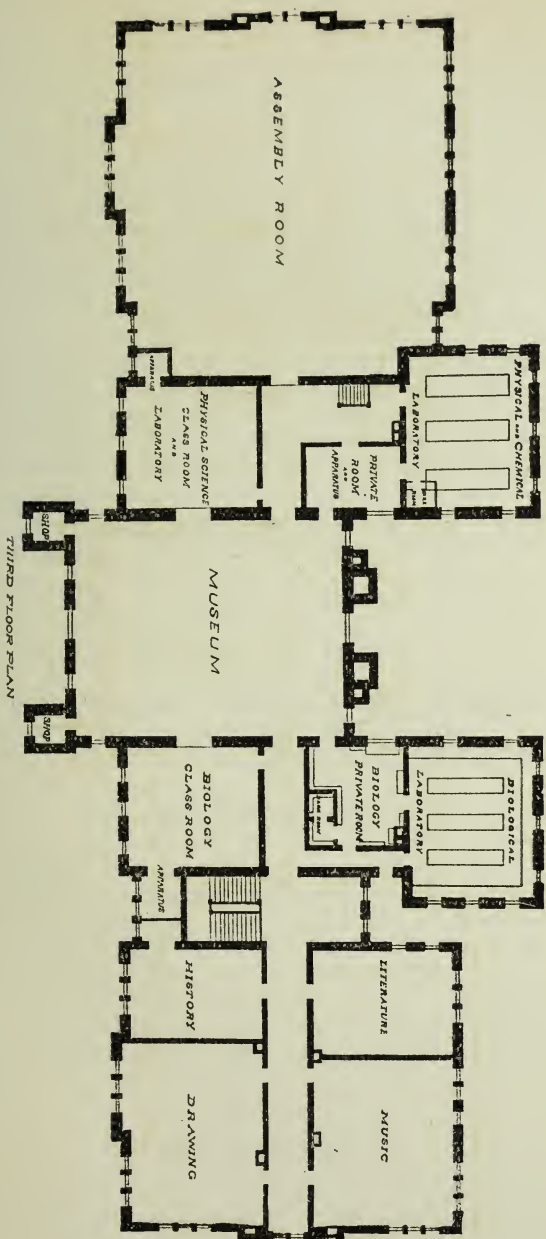








STATE NORMAL SCHOOL AT MANKATO—SECOND FLOOR



STATE NORMAL SCHOOL AT MANKATO—THIRD FLOOR

## **General Information.**

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### **THE LIBRARY.**

One of the most attractive and helpful features of the institution is the growing library which occupies two large rooms on the first floor. The number of volumes, including public documents, is something over 7,500. These have been chosen with special regard to the needs of the school, so that the number alone does not adequately represent the real efficiency of the library.

Students have free access to the shelves. By the topical method of study which is generally used in the several departments of instruction, they are trained under the supervision and with the assistance of an experienced librarian to know and use books.

The reading table offers a good selection of periodical literature, both professional and general. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide, general knowledge that is necessary for the successful teacher.

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### **LITERARY SOCIETY.**

The young men of the school have maintained for several years a debating club which has been very helpful in training its members in debating and parliamentary rules.

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### **RELIGIOUS INFLUENCE.**

Students are required to be present at the opening devotional exercises of each morning, unless excused, and are expected to attend on Sunday the church of their choice. The various churches of the city are especially cordial in welcoming them to their services and Sunday schools. Besides this, branch organizations of the Young Men's and Young Women's Christian Associations exist in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the Christian ideals of faith and conduct.

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### **DISCIPLINE.**

The discipline of the school is such as befits an institution for the training of teachers. While it is thorough, it is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential prepara-

tion for controlling others, and orderly, quiet, studious habits for individual and common benefit, are asked from all. Those who are indisposed to respect its regulations are not desired in the school. The pupil whose conduct is a source of persistent annoyance and disorder will be promptly dismissed.

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## EXPENSES.

Tuition is free to all students admitted into any of the classes of the Normal Department (except the Kindergarten training classes) provided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of \$10 per term in advance, one-half payable at the beginning and the other at the middle of the term. The tuition fee in the Kindergarten training classes is \$10 per term.

The average price of board, including furnished room, light, and fuel, is \$3 per week. Those desiring to board themselves can obtain rooms at very reasonable rates. This mode of economizing, however, cannot be recommended, as experience has generally shown it to be conductive neither to health nor to scholarship.

New students on arriving in the city should come directly to the office of the president, where they will be furnished with a list of the boarding houses and rooms from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from \$1.50 to \$3 per month, according to size, location, conveniences, etc. Furnished rooms cost from \$2 to \$8 per month, according to location and excellence. Perhaps the prevailing price paid by students for unfurnished rooms may be placed at \$1.50 to \$3.00 per month and for furnished \$3 to \$5 per month, two students usually occupying a room.

In accordance with a resolution adopted by the State Normal Board, all necessary text books can be rented from the school. The fee is \$1 per term, which also insures the privilege of the reference and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purposes of reference such text books as they may have. Those who prefer to purchase the text books can obtain them at the school at wholesale cost prices.

In the Elementary School the tuition is 25 cents per week in the fifth and sixth grades, and 30 cents in the seventh and eighth grades and in the review class. In each grade all needed text books are furnished, for which there is a rental fee of 25 cents per term in the fifth and sixth grades, and 35 cents per term in the seventh and eighth grades, and in the review class. Books are free in all other grades.

**THE MANKATONIAN.**

*The Mankatonian* is an illustrated monthly magazine, edited and published by the students of the Normal School. It reflects the life of the school and is well sustained.

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**CLASS MEMORIALS.**

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds failed, works of art were selected, as shown by the following list:  
Class of 1889—An urn, carved from Mankato limestone, for the school lawn.

Class of 1890—A large etching for the library.

Class of 1891—A library clock.

Class of 1892—A silk flag, draped over the stage in the assembly room.

Class of 1893—A statue of Minerva, of heroic size.

Class of 1895—Statue of Hebe and of Winged Victory.

Class of 1896—A statue of Apollo Belvedere.

Class of 1897—A statue of Venus and Milo.

Class of 1898—A statue of Diana and the Stag.

Class of 1899—Joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing.

Class of 1900—A fine copy of Sewell's mural painting, "The Canterbury Pilgrims."

Classes of 1901, 1902 and 1903—Beautiful stained glass windows for the assembly room.

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**NORMAL SCHOOL DIPLOMAS AS STATE  
CERTIFICATES.**

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state under the following provisions, viz.:

(1) A diploma of one of the State Normal Schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the



State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the elementary diploma a state certificate for five years, and the advanced diploma a state certificate for life.

By a recent act the State Superintendent of Public Instruction is authorized to accept standings from the State Normal Schools in subjects prescribed for teachers' certificates under such conditions as he may establish.

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### CONDITIONS OF ENDORSEMENT.

(1) While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

(2) After the completion of two years of service, application for endorsement may be made to the respective Normal Schools with a fee of \$1. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms of testimonials may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

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### TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.

These officers are expected to feel a special interest in the State Normal School. They can materially aid the cause of public education by sending thereto, through suggestion, encouragement or information, such young people as they believe particularly qualified by nature for the work of teaching. Only those who have sound health and good mental endowment should be directed to the school.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers. Great care will be taken in

recommending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are no longer granted to graduates. Personal letters to school officers, detailing the merits and demerits (if any) of an applicant, will be sent on application.

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### CORRESPONDENCE.

All letters of inquiry and requests for catalogues should be addressed to

CHARLES H. COOPER, President,  
Mankato, Minn.



GIRLS' GLEE CLUB



## Students—The Normal School.

### GRADUATE COURSES.

#### SENIOR GRADUATE CLASS.

Edith Josephine Chaline.....	Minneapolis.
Pearl Chappuie.....	Faribault.
Lelah Ethelyn Chase.....	Portland, Oregon.
Laura E. Klein.....	Mankato.
Sara Belle Leet.....	Mankato.
Nellie May Morse.....	Luverne.
Caroline Louise Newton .....	Minneapolis.
Tina Margaret Powers.....	Osage, Iowa.
Bertha Eleanor Thorndike.....	Big Stone City, S. D.
Maud Edna Turritin.....	Kasota.
Mary Wangen....	Sigsbee.
Elizabeth Reid Woodbury.....	Anoka.

#### JUNIOR GRADUATE CLASS.

Nellie Grace Bryan.....	Rochester.
Belle Hemphill.....	Redwood Falls.
Lillian Ritchie Jackson.....	Fairmont.
Myrtle Orilla Kanne.....	Waterville.
Blenda Nelson.....	Winthrop.
Amy Page.....	Mankato.
Edith Mae Sheldon.....	Mankato.

#### SENIOR KINDERGARTEN TRAINING CLASS.

Alice May Andrews.....	Mankato.
Pearl May Boehmer.....	Mankato.
Alma Josephine Doherty.....	Byron.
Anna Amy Fahey.....	Sioux Falls, S. D.
Mabel Jeanette Felsted.....	Waseca.
Lucy Catherine Hauenstein.....	New Ulm.
Grace May Holmes .....	Mankato.
Grace Isabelle Jackson.....	Faribault.
Alice Maybelle Read. ....	Minneapolis.



## JUNIOR KINDERGARTEN TRAINING CLASS.

Sadie Barney.....	Mankato.
Catherine Clifford.....	Cannon Falls.
Flora May Crawford.....	Faribault.
Lillian Elmore.....	La Crosse, Wis.
Barbara Mansfield.....	Mankato.
Ursula Pringle.....	St. Paul.
Myra Hillman Scofield.....	Cannon Falls.

## ELEMENTARY GRADUATE CLASS.

Josephine Albers.....	Northfield.
Maud Albers.....	Northfield.
Lillian Viola Anderson.....	Red Wing.
Lorena Mae Baker.....	Montevideo.
Veronica Baynes.....	Mankato.
Lilly Lora Boethin .....	St. Peter.
Mary Helen Boyle.....	Adrian.
Peroline Brekke.....	Faribault.
Lina Elizabeth Brown.....	Fairmont.
Charlotte Elizabeth Burg.....	St. Peter.
Julia Katharine Burns.....	Mapleton.
Winifred Edna Burns.....	Mapleton.
Ada Lillian Casserly.....	Tracy.
Clara Mabelle Cowden.....	Dundas.
Hannah Katherine Curran.....	Minneapolis.
Ethelyn Currier.....	Mankato.
Grace May Daskam....	Cresco, Iowa.
Franc Davis .....	Mankato.
Norine Marian Fahey.....	Belle Plaine.
Rachel Amanda Fierkey.....	Blue Earth.
Jennette Margaret Funk.....	Mankato.
Alwine Ganske.....	New Ulm.
Margaret Garry.....	Guckeen.
Carrie Anna Gruye.....	Winthrop.
Beatrice Hall.....	Anoka.
Ethelyn Wilson Hall.....	Janesville.
Greta Nelsina Hansen.....	Faribault.
Carrie Sprague Harrison.....	Pipestone.
Louise Heinen.....	New Ulm.
Ethel Floy Herrick.....	Flandreau, S. D.
Eleanor M. Hewitt.....	Canby.
Anna Donon Hoy.....	Mankato.
Julia Hub.....	Mankato.
Jessie Katharine Hummel.....	Dundas.
Eleanor Jennings.....	Albert Lea.
Olga Johnson.....	Mankato.

Nellie Eunice Kee.....	Janesville.
Margaret King.....	Janesville.
Agnes Josephine Kirwin.....	Spring Valley.
Amalia Klopsteg.....	Henderson.
Josephine Klugherz.....	Mankato.
Hilda Laudon.....	New Ulm.
Anna Lloyd.....	Mankato.
Alma Mary Lucken.....	St. Peter.
Florence Emma Mason.....	Spring Valley.
Elizabeth Meany.....	Northfield.
Louise L. Merritt.....	St. Peter.
Hattie Ernestine Meyer.....	St. Peter.
Lillian Murphy.....	Mankato.
Charles John O'Connor.....	Mankato.
Lilla Odjard.....	Mankato.
Ethel Anna Ostrander.....	Kasota.
Eleanor Reese.....	Mankato.
Zula Mae Ryan.....	Smith Mill.
Eva Alice Sanborn.....	Madelia.
Jessie Sanborn.....	Mankato.
Oliva Christine Schapekahm.....	New Ulm.
Harriet Luverna Schneider.....	Wells.
Mollie E. Shields.....	West Concord.
Winifred May Skinner.....	Faribault.
Lottie Sleight.....	Rockford.
Myrtle Sprague.....	Mapleton.
Stella Rose Staley.....	Mankato.
Maud Amelia Starkey.....	Mapleton.
Effie Genevieve Sundell.....	Red Wing.
Alma Elizabeth Swenson.....	Maynard.
Carrie Randina Teigum.....	Madelia.
Florence Ellenor Thorson.....	Glenwood.
Frances Edyth Tilton.....	Minneapolis.
Winnifred Ramona Timlin.....	Janesville.
Genevieve Wakefield.....	Long Lake.
Maude Wakefield.....	St. James.
Ella Beatrice Ward.....	Hobson.
Mercy Anne Waterman.....	Kasota.
Mae Louise Wilber.....	Vernon Center.

## ACADEMIC--PROFESSIONAL COURSES.

### SENIOR CLASS.

Ethel Elaine Dyer.....	Windom.
Florence Calphurnia Eggleston.....	Mankato.
Otto Austin Flom.....	Delhi.

Rose Foley.....	Cream.
Anna Marian Friesen.....	Mountain Lake.
Herman Georgius.....	New Ulm.
Sarah Margaret Giblin .....	Mankato.
Nellie Florence Harriman.....	Mapleton.
Margaret Anna McCall.....	Mankato.
Michael Aloys Neudecker .....	Clements.
Enga Pauline Olsen..	Mankato.
Mary Belle Pettis.....	St. Peter.
Mary Veronica Rourke.....	Beaver Falls.
Florence Elizabeth Sheldon .....	Mankato.

## JUNIOR CLASS.

Mary Edna Austin.....	Mankato.
John Connelly.....	Lakeville.
Alma Josephine Coughlan.....	Mankato.
Ida Frances Davison.....	Granada.
William Henry Detamore.....	Good Thunder.
Sarah Friesen.....	Mountain Lake.
Henry Walter Gilbertson.....	Jasper.
Katherine Alexandra Gilmore.....	Mankato.
Margaret Lucy Haigh.....	Mankato.
Marie Elise Hanson....	Mankato.
Samuel Fred Harms.....	Norwood.
Emma Gladys Hopkins .....	Mankato.
Charles Oscar Johnson.....	Judson.
Alida Minnie Laurisch.....	Minnesota Lake.
Lena Loven.....	Ellendale.
Lelia Lloyd Moses.....	Mankato.
Julia O'Brien.....	Mankato.
Diedrich John Olson .....	Belview.
Mathias Olson.....	Belview.
Jessie Maud Paff.....	Kasota.
Lorenda Mandana Parker .....	Granada.
Martha Thorson.....	Ellendale.
Abbie Rowena Wendling.....	Eden Valley.

## THIRD YEAR CLASS.

Jennie Davies.....	Mankato.
Anna Eggen.....	Brandt, S. D.
Beatrice Fannie Footner .....	Mankato.
Gena Syverine Hanson.....	Hendricks.
Charles Oscar Johnson.....	Judson.
Arnold Lien.....	Delavan.
Lorrien McCormick.....	Cumberland, Wis.

Lucile McKnight.....	LeMars, Iowa.
Joseph John Mach.....	Montgomery.
Joseph Edward Price.....	Lake Crystal.
Ella Gertrude Randall.....	Mankato.

## SECOND YEAR CLASS.

Sadie Viola Ash.....	Mankato.
Gertrude Brazier.....	Mankato.
Ruth Agnes Coffin .....	Ottawa.
Harriet Daniels....	Mankato.
Ethel Grace Davidson .....	Cream.
Blanche Ella Door.....	Mankato.
Florence Minda Dunlavey.....	Madison Lake.
Myrtle Dunlavey.....	Madison Lake.
Mary Elizabeth Jones.....	Mankato.
Alma Louise Linder.....	Mankato.
Elizabeth Lloyd.....	Mankato.
Mabel Butterfield Moore.....	Mankato.
Robert Daniel Morse.....	Mankato.
Florence Parker.....	Garden City.
Edith Winifred Richards.....	Mankato.
Robert Ellsworth Scott.....	Mankato.
Genevieve Marguerite Soule.....	Mankato.
Ole Swanjord.....	Balaton.
Clara Mae Walthers.....	Mankato.
Minnie Adele Ward.....	Carver.

## FIRST YEAR CLASS.

Ava Althea Antoine.....	Lake Crystal.
Helen Eva Austin... ..	Mankato.
Willis V. Barber.....	Estherville, Iowa.
Arthur Bateman.....	Hayward, Wisconsin.
Coral Barnard.....	Mankato.
Theodore Don Black.....	Mankato.
Earl V. Bradley.....	Mankato.
Stephen Edward Burns.....	Mankato.
Katharine Leon Callaghan.....	Sundown.
Lydia Clausius.....	Mankato.
Margaret Cooper.....	Mankato.
Francis Crean.....	Amboy.
Nina Crowell.....	Mankato.
Loretta Daley.....	Madison Lake.
Elizabeth Kellogg Dodds.....	Mankato.
Grace May Door.....	Mankato.
George D. Erickson.....	New Ulm.
Arthur Harvey Fletcher.....	Mankato.

Mabel Freundel.....	Mankato.
Alva Griffin.....	Mankato.
Sadie Louise Harriman.....	Mapleton.
Adolph Henning.....	Mankato.
John Just.....	Rapidan.
Amandus John Just.....	Mankato.
Leona Agnes Klinger.....	Mankato.
Ernest F. Kuehne.....	Mankato.
Tracie Kranz.....	Mankato.
Anna Georgia Knutson....	Mankato.
Grace L. Lewis.....	Lewisville.
Cora Skillings Linder.....	Mankato.
Margaret Lloyd.....	Mankato.
John Jay Long.....	Mankato.
Martha Michaelson.....	Clinton.
Henry Monson.....	Mankato.
Grace Nichols.....	Mankato.
Ellen Lillian Nitzkowske.....	Mankato.
Eureka Elizabeth Nitzkowske.....	Mankato.
Helmina Olson.....	Mankato.
Ruth Palmer.....	Mankato.
Clara Magdalen Renner .....	Comfrey.
Walter Irving Scott.....	Mankato.
Hubert Dale Shellenberger.....	Mankato.
Ida Sher.....	Mankato.
Margaret Sorrell.....	Mankato.
Edna Eliza Spaeth.....	Mankato.
Paul Langfitt Summers.....	Mankato.
Oren Louis Thayer.....	Mankato.
Emma Elva Vogel.....	Mankato.
May Eliza Ward.....	Carver.
Mabel Clara Wildes.....	Mankato.

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## ELEMENTARY COURSE.

### THIRD YEAR CLASS.

Alma Rose Bateman.....	Hayward, Wisconsin.
Margaret Bean.....	Minneapolis.
Anna Maxfield Beatty.....	Mankato.
Dora Mabelle Benbow.....	Windom.
Lena Pearl Bullis.....	Smith Mill.
Teresa Couture.....	Litchfield.
Olive Harper Cowles.....	Elmore.
Mary Viola Daley.....	Madison Lake.
Edith Lorene Fiero.....	Mankato.



Minnie Fleming.....	Garden City.
Margaret Griffiths.....	Le Sueur.
Aloys Philip Hodapp.....	Mapleton.
Lula Edith Hodson.....	Mankato.
Anna Sophie Lawrence.....	Springfield.
Helen Bertha Leonard.....	Belview.
Alice Marie McCornack.....	Hanover, N. D.
Jessie May McKellar.....	Brewster.
Ina Thea Pierce.....	New Auburn.
Gertrude Skeffington.....	Northfield.
Jessie Katherine Smith.....	Lake Wilson.
Julia Jane Thayer.....	Mankato.
Lilly Weir.....	Mankato.

## SECOND YEAR CLASS.

Edna May Abels.....	Mankato.
Ida Mae Belknap.....	Mankato.
Sarah Marianna Brekke.....	Frost.
Minnie Rosina Carlson.....	Lake Crystal.
Maude Elizabeth Conrad....	Chicago, Ill.
Mae Beatrice Dickerson.....	Eagle Lake.
Mary Agnes Doran.....	Kilkenny.
Sarah Alice Dunn.....	Mankato.
Adaline Farisy.....	Morton.
Helen M. Finnegan.....	Tracy.
Ina Luella Geary.....	Cream.
James Joseph Giblin.....	Mankato.
Zella Gilmore.....	Alexandria.
Clara Henjum.....	Bricelyn.
Mamie Esther Joach.....	New Prague.
Rena Josephine Johnson.....	Mankato.
Aura Catherine Kingsley.....	Bricelyn.
Lucy Cecilia Langan.....	Minneota.
Amelia Frederica Leonard.....	Belview.
Nellie Gertrude Lorden.....	Elkton, S. D.
Katharine McCarty.....	Beauford.
Charles Bernard McGee.....	Adell, Wisconsin.
Cora Fern McGraw.....	Mankato.
Mildred Iris McGraw.....	Mankato.
Cora Patience Paine.....	Brewster.
Anna Caroline Peterson.....	Frost.
Florence Hilda Peterson.....	Mankato.
Lottie Phelps.....	Mankato.
Lelah Bird Prescott.....	Chicago, Ill.
Esther Marie Rud.....	Mankato.
Enid Searing.....	Mankato.

Mary Frances Seeley.....	Westbrook.
Claire Skeffington.....	Northfield.
Susie Marian Stone.....	Alden.
Mabel Edith Swenson.....	Mankato.
Augusta Eleanor Thornquest.....	Shakopee.
Edna Leona Waterman.....	Kasota.

## FIRST YEAR CLASS.

Eva Marie Alworth.....	Mankato.
Alice Malinda Anderson.....	Butterfield.
Beulah Leona Banker.....	Elysian.
Helena Christena Barron.....	Rushmore.
Margaret May Barron.....	Rushmore.
Bernice Bassett.....	Rushmore.
Agnes Baynes.....	Madison Lake.
Millie Brazier.....	Mankato.
Julia Ella Brekke .....	Frost.
Julia Gustina Brekke.....	Manchester.
Herbert John Burgstahler.....	Buffalo Lake.
Amelia Cecilia Carstensen.....	Evan.
Ruth Cole.....	Amboy.
Margaret Morton Cowan.....	Jeffers.
Mary Cullen.....	Fulda.
Bessie Ellen Cummings.....	Fairfax.
Eva Vilona Cummings. ....	Fairfax.
Sophia Dalager.....	St. James.
Zillah M. Dilley.....	St. Peter.
Grace Mabel Edwards .....	Mankato.
Sarah Edna Evans.....	Mankato.
Margaret Anna Farrell.....	Avoca.
Lottie Edna Galpin.....	Truman.
Mary Gaard .....	Elmore
Laura Shaw Gilmore.....	Freeborn.
Clara Gredvig .....	Delavan.
Sigrid Sophia Hansen.....	Russell.
Lizzie Harder.....	Butterfield.
Inga Mary Hellerud.....	Nerstrand.
Anna Hensted.....	Chandler.
Florence Janett Hodson.....	Mankato.
Viola Ruth Hodson .....	Mankato.
Ingeborg Hustvedt .....	Cannon Falls.
Carolyn Marie Hottinger.....	Mankato.
Clara Hoverson.....	Cream.
Caia C. Johnson.....	Hartland.
Frank Johnson.....	Evan.
Lena Johnson.....	Hartland.
Lillie Kanutte Johnson.....	Hartland.

Martha Jones.....	Garden City.
Priscilla Jones .....	Garden City.
Nellie Christina Karstad.....	New Ulm.
Esther Lorena Kleven.....	Carver.
Viola Mae Kurth.....	Ladora, Iowa.
Edith Leulla Lamphere.....	Arco.
Tillie Lamm.....	Mankato.
Annie Celia Lang .....	St. Clair.
Dorothy Larson.....	Evan.
Hazel A. Lennon.....	La Crosse, Wis.
Leonora May Lieberg.....	Mankato.
Doris Little.....	Mankato.
Bessie Lorden.....	Elkton, S. D.
Helen Inez Loree .....	Mankato.
Anastasia McCarthy.....	Mankato.
Jennie McHale.....	Mankato.
Blanche Madigan.....	Madison Lake.
Myrtle Matilda Matteson.....	Mapleton.
Louise Mendenhall.....	Mankato.
Olga Mykleby....	Mankato.
Hannah Nelson.....	Estelline, S. D.
Ida Mathilda Nelson.....	Ellsworth.
Clara Newgaard.....	Hartland.
Rose Catherine O'Brien.....	Mankato.
Reka Emelia Olson.....	Clarkfield.
Thomas O'Meara.....	Cordova.
Katherine A. Pfeffer.....	Vernon Center.
Mamie Pickle.....	Sleepy Eye.
Mabel Seville Raffensperger.....	Kiester.
Myrtle Iona Raffensperger.....	Kiester.
Myrneta Catherine Raffensperger.....	Kiester.
Mary Rempel .....	Butterfield.
Daisy Ethel Reynolds.....	Eagle Lake.
Grace Edna Richardson .....	Comfrey.
Dora Ryan.....	Mankato.
Helen Beatrice Salisbury.....	Mankato.
Mary Schaefer.....	Mankato.
Ottilia Schmidt.....	Westbrook.
Minnie Wilma Schmokel.....	Prior Lake.
Ida Schwickert ...	Mankato.
Bertha Louisa Scoville .....	Freeborn.
Emma Seaquist.....	Eagle Lake.
Christine Severtson .....	Hills.
Hattie Estella Sexton.....	Elmore.
Orpha Dell Sexton.....	Elmore.
Edyth Viola Sherman.....	Beauford.
Mabel E. Smith.....	Morristown.

Eda Lovina Steel .....	Mapleton.
Loren Swenson.....	Mankato.
Olive Anna Thayer.....	Mankato.
Mary Appalonia Thayer.....	Mankato.
Fannie Florence Tuttle.....	Mankato.
Mabel Nora Viken.....	Hanley Falls.
Bessie Rachel Watson.....	Welcome.
Iva Anna Watson.....	Northstar.
Mary Helen Weiler.....	Woodstock.
Flora Weir.....	Mankato.
Anna Lorena Weller.....	Mankato.
Dora Williams.....	Mankato.
Ida May Willson.....	Lake Crystal.
Myra Belle Willson.....	Lake Crystal.
Cora Wingen.....	St. Clair.
Rachel Blanche Wyman ....	Vernon Center.
Alma L. Yauke.....	Westbrook.

## SPECIAL STUDENTS.

Gertrude Atcherson.....	Mapleton.
Harry Warner Baker.....	Mankato.
Ada Boudrye.....	Granada.
Lydia Bowen.....	Mankato.
Minnie Dorothea Busse.....	Shakopee.
Bridget Angela Brodrick.....	New Richland.
Lina Mathilda Dahl.....	Faribault.
Ida C. Jacobson.....	Mankato.
Bernice King.....	Mankato.
Ross Alton Lucas.....	Hector.
Maude Mace .....	Mapleton.
Mary Mahoney.....	Minneapolis.
Katherine Melvin.....	Plainview.
Helen Mills.....	Mankato.
Petra Olivia Sundt..	Mankato.
Neils Rassmussen Svendstrup.....	Tyler.
Anna Vivian Sweeney.....	Elkton, S. D.
Effie E. Wheelock.....	Hartley, Iowa.
Myrtle E. White.....	Winnebago.

## THE ELEMENTARY SCHOOL.

### Grammar Grades.

#### REVIEW CLASS.

Embert Anderson,  
Margaret Barron,  
Kenneth Bergstrom,  
Julia Brekke,  
Sadie Close,  
Sophia Dalager,

Sophie Grams,  
Clara Gredvig,  
William Henning,  
Florence Hodson,  
Olena Knutson,  
Tillie Lamm,

Annie Lang,  
Louise Mendenhall.  
Hannah Nelson,  
Myrmeta Raffensperger,  
Sophia Yanke.

#### A EIGHTH GRADE.

Ava Antoine,  
Helen Austin,  
Coral Barnard,  
Arthur Bateman,  
Olga Becklien,  
Don Black,  
Edmont Bohan,  
Ruth Bradley,  
Stephen Burns,  
Heilda Carlson,  
Katie Chambers,  
Agnes Crane,  
Joe Cummings,  
Jessie Daniels,  
Mary Evans,

Sarah Everett,  
Ella Gustafson,  
Bruno Haak,  
Adolph Holman,  
Amandus Just,  
John Just,  
Anna Knutson,  
Cora Linder,  
Elias Lindsoe,  
Margaret Lloyd,  
Martha Michaelson,  
Jay Mickelson,  
Harry Monson,  
Lottie Moon,

Grace Nichols,  
William O'Brien,  
Ruth Palmer,  
Clara Peterson,  
Flossie Porter,  
Henry Robel,  
Elvira Roust,  
Marguerite Scott,  
Walter Scott,  
Roy Simonds,  
Edna Spaeth,  
Annie Staede,  
John Temple,  
Oren Thayer.

#### B EIGHTH.

Cora Bateman,  
Gilbert Daley,  
Constance Davis,  
Louise Doxey,  
Alick Ekle,  
Florence Forster,  
Addie Gilmore,  
Anna Gunderson,  
Morris Hancock,

Mabel Harlin,  
Charles Holden,  
Johannes Jensen,  
Clara Kjestad,  
Fred Kranz,  
Otto Kunkel,  
Susie Mohau,  
Alberta Noe,  
Oliver Peterson,

Lulu Porter,  
Jennie Ryan,  
Nellie Schoner,  
Clarence Schwigerd,  
Phenie Thayer,  
Allie Thomas,  
Henry Thrun,  
Margaret Wolfe,  
Lois Yeaple.



## SEVENTH.

Lizzie Adams,  
 Paul Autrey,  
 William Connolly,  
 James Fanning,  
 James Farisy,  
 Celestia Forster,  
 Viva Geddes,  
 Albert Hibbard,  
 Herbert Hodson,  
 Edith Hoffman,

Josie Hollum,  
 Harvey Jewson,  
 Elizabeth Johnston,  
 Genevieve King,  
 Thorwald Lindsoe,  
 Lottie Maiers,  
 Gertrude Givney,  
 Julius Newgaard,  
 Eva Ore,

Albert Ramlo,  
 Mabel Rud,  
 Louise Seltenreich,  
 Henry Spicer,  
 Lulu Steifenhofner,  
 Harold Turritin,  
 Mabel Walker,  
 John Wallraf.  
 Agnes White.

## Intermediate Grades.

## SIXTH GRADE.

Leon Barnard,  
 Warren Cox,  
 Raymond Cowgill,  
 Philip Comstock,  
 Lillian Freeman,  
 Sumner Grannis,  
 Lloyd Geddes,  
 Bennett Heurickson,  
 Annie Hansen,

Esther Jones,  
 Archie Knapp,  
 Mabel Kurth,  
 Kaia Lindsoe,  
 Anton Lindsoe,  
 Jabez Lloyd,  
 Bert May,  
 Elmer Porter,  
 Blanch Russell

Grace Reynolds,  
 Cyril Spicer,  
 Howard Spaeth,  
 Robert Sieberg,  
 Philip Schweickhard,  
 Mabel Smith,  
 Helen Searing,  
 Foss Simonds,  
 Edna Whalen.

## FIFTH GRADE.

Ruth Austin,  
 Marie Babcock,  
 Mildred Clements,  
 Olwen Evans,  
 Catherine Foster,  
 Maud Geddes,

Blanch Griffiths,  
 Paul Hoerr,  
 Tora Hendrickson,  
 Charles Owen,  
 Mildred Parmelee,  
 Catherine Spellman,

Dean Schweickhard,  
 Mamie Shaible,  
 Frank Thayer,  
 Fred Ward,  
 Whitney Yapple.

## FOURTH GRADE.

Laurence Brewer,  
 Lucile Babcock,  
 Pauline Buchholz,  
 Ruth Cook,  
 Blodwen Evans,

Edith Ellefson,  
 Meredith Griffiths,  
 Hazel Stewart,  
 Harold Spicer,

Henry Strobel,  
 Robert Staede,  
 Ethel Thayer,  
 Bert Yarwood.

**PRIMARY GRADES.****THIRD GRADE.**

Kathryn Brown,	Eunice Hughes,	Valta Peterson,
Harry Berg,	Ethel Hughes,	Ellis Schweickhard,
Raymond Barry,	Fanny Jones,	Jane Thayer,
Robert Cooper,	Mona Kaye,	Charles Thomas,
Ellen Hansen,	Mary Lloyd,	
Prudence Higley,	Kathleen Moore,	

**SECOND GRADE.**

Verna Babcock,	Katharina Goertz,	Grace Lorentz,
Esther Berg,	Helena Goertz,	Basil Peterson,
Fred Carlson,	Pearl Gjestrum,	Mary Rob,
Gertrude Clements,	Eleanor Gilmore,	Dayton Thayer,
Dorothy Dunning,	Nellie Hotaling,	Hale Yeaple.
Floyd Dunning,		

**FIRST GRADE.**

Gladys Babcock,	Ellen Foley,	Clayton Moore,
Geraldine Barry,	Genevieve Gjestrum,	Richard Stewart,
Alex Becker,	Charles Hancock,	Loretta Wernicke,
Frank Cowgill,	Kenneth Hoerr,	Alfred Yarwood.
Vera Dahlen,	Daniel Lloyd,	
Evelyn Doxey,	Clements Lorentz,	

**BEGINNERS.**

Ruth Abbott,	Johnny Ellefson,	Irene Olmstead,
William Alworth,	Margaret Geddes,	Dorothy Parry,
Lydia Bennett,	Elizabeth Goertz,	Clifford Peterson,
Cleo Brandrup,	Clyde Hoerr,	Johannie Thew,
Abbie Clark,	Richard Magin,	Elizabeth Webster,
Marie Cooper,	James Moore,	Percy Willis,
Alice Ellefson,	Florence Norman,	Ruth Young.

**KINDERGARTEN.**

Parker Abbott,	Owen Griffith,	Ralph Sieberg,
Helen Alleman,	Ruby Gruenfelder,	Vinson Simmons,
Willard Alleman,	Herbert Gjestrum,	George Sippel,
Mary Alworth,	Louise Hanna,	Francis Straw,
William Anderson,	Estelia Harnburg,	Marguerite Straw,
Gloria Beecham,	Irene Hughes,	Marie Thomas,
Holly Brandrup,	Doris Kalsom,	Esther True,
Katherine Brooks,	Ruth Kalsom,	Jay True,
Lewis Bucholz,	Marie Kauffman,	Dorethea Waddell,
Charles Busch,	Hugo Lamm,	Theodore Waddell,

Bernice Chase,  
Hale Clements,  
Margurite Cooper,  
Beatrice Davies,  
Alberta Eberhart,  
Herbert Eberhart,  
Enid Evans,  
Myfawny Evans,  
Lucile Fisher,  
Charles Geddes,

Norbert Lamm,  
Lillian Lindholm,  
Mureldia Magin,  
Claude Masters,  
Leo Nelson,  
Elizabeth Nettleton,  
Irene Olmstead,  
Rufus Pipes,  
Dollard Russell,  
Margaret Sherk,

Roger Walsh,  
Alan Webster,  
Philip Webster,  
Lorraine Weltgen,  
Vernon Wernicke,  
Margaret Whalen,  
Arthur Willard,  
Charles Wilson,  
Marion Wilson,  
Grace Yarwood.

## SUMMARY.

### Normal School.

#### Graduate Courses—

Senior Graduate Class. ....	12	
Junior Graduate Class. ....	7	
Senior Kindergarten Training Class. ....	9	
Junior Kindergarten Training Class. ....	7	
Elementary Graduate Class. ....	75	
		110

#### Advanced Academic-Professional Courses—

Senior Class. ....	14	
Junior Class. ....	23	
Third Year Class. ....	11	
Second Year Class. ....	20	
First Year Class. ....	50	
		118

#### Elementary Course—

Third Year Class. ....	22	
Second Year Class. ....	37	
First Year Class. ....	103	
		162

Special Students. ....	19
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Total for the Normal Department. ....	409
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Additional students who secured normal credits in Summer School. ....	160
Total number of Normal students. ....	569

### Elementary School.

Grammar Grades. ....	115
Intermediate Grades. ....	57
Primary Grades. ....	69
Kindergarten. ....	61

Total for the Elementary School. ....	302
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Total in both departments. ....	711
Counted twice. ....	29

Whole number of students during the school year. ...	682
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